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ABSTRACT

SHAPES--an acronym for the South Plains Child Care Management Services (SpCCMS) Helping, Assisting and Preparing Educators and Staff--is also the name of a preschool readiness curriculum that is being developed for use by administrators and teachers. The first phase of the curriculum development consists of the publication of five books to be used in training teaching staff. The present text is the fifth book in the series. It describes the ways in which preschool teachers can use the other four books in the series. It also discusses qualifications for trainers and the amount of time that should be devoted to training. A list of tips and techniques for training workshops and presentations, a breakdown of the times required for various training activities, and a suggested training agenda for a workshop, are provided. Forms for evaluating the SHAPES training workshop and the SHAPES curriculum are appended. (BC)

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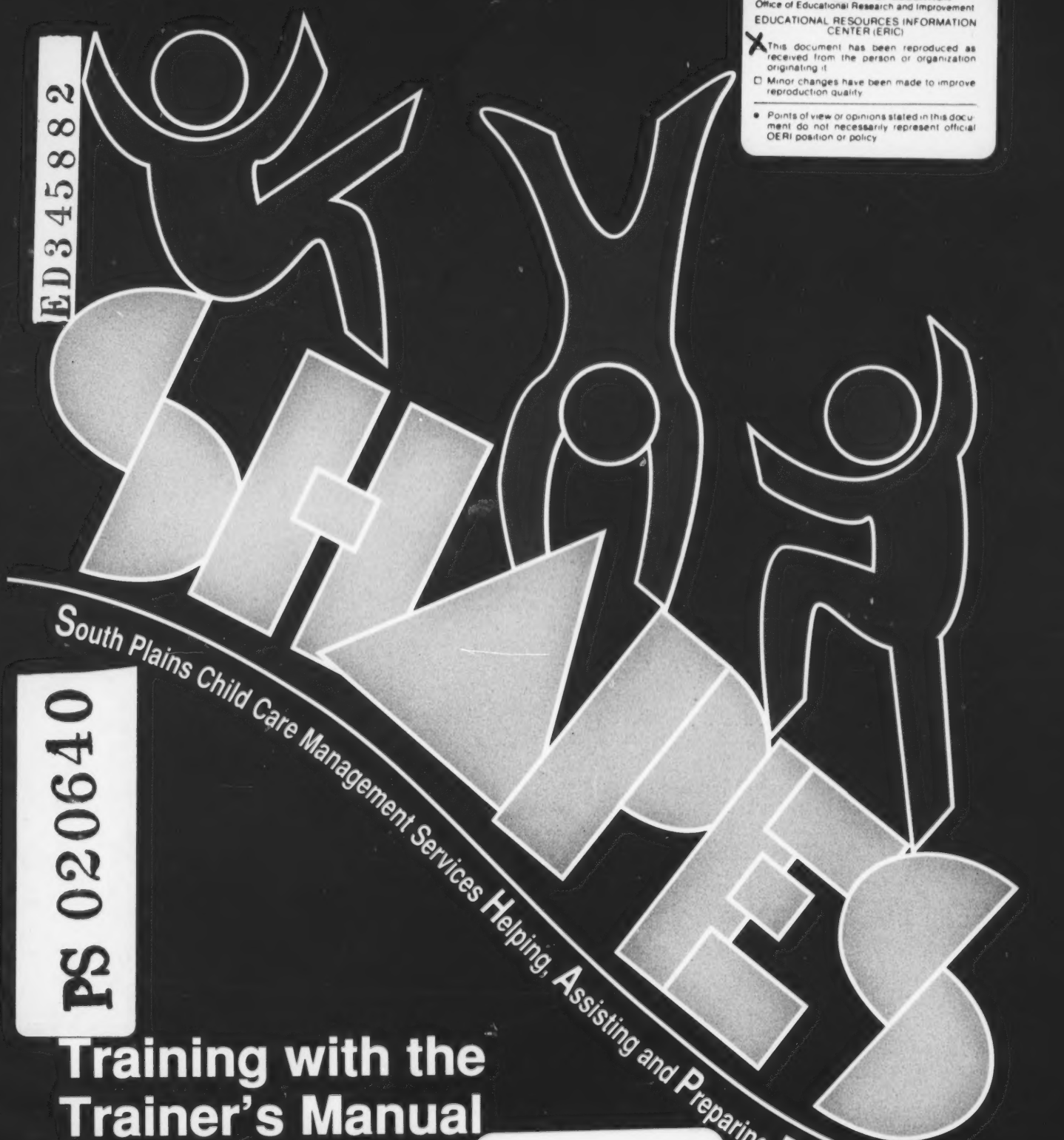

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Training with the Trainer's Manual

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SHAPES

TRAINING WITH THE TRAINER'S MANUAL

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Summer 1991

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PREFACE

SHAPES is an acronym for the **S**outh Plains Child Care Management Services (SpCCMS) **H**elping, **A**ssisting and **P**reparing **E**ducators and **S**taff. The SHAPES acronym also names this preschool readiness curriculum, which is being developed annually in phases for use by administrators and teachers. Phase I consists of five books to be used in the training of the teaching staff. It can be used by the teachers for referencing appropriate child care practices and curriculum and for developing the first six weeks of lesson plans.

Training With the Trainer's Manual is number five of the series. The book describes how trainers of teachers can make the best use of the other four books in the SHAPES curriculum. These few pages of easy reading present an opportunity for users to preview the beginning curriculum. Tips and techniques on how to best train others to use the materials are also discussed.

SHAPES curriculum books published for Phase I include not only *Training with the Trainer's Manual*, but four others: *A Quick Study: Child Growth and Development Handbook; Guidance Concerning Minimum Standards; A Beginning Curriculum: The First Six Weeks;* and *Environments That Make a Difference.*

Acknowledgments

Authorship of a curriculum is only one aspect of the total development of such a publication. Commitment, support and contributions made by individuals actively involved in the SHAPES curriculum development make the result a product of teamwork.

Connie Hindman, Child Development Specialist, Texas Department of Human Services; Landereth Freeman, Director, South Plains Child Care Management Services; Bill Powell, Deputy Director, South Plains Community Action Association, Incorporated; and staff members acted as an executive committee providing ideas, identifying needs and correcting oversights to improve the SHAPES curriculum and teacher training. I express my deep appreciation for their generosity of time, thoughts and goodwill.

Amanda Smith served as the SHAPES project coordinator. Through her tireless efforts, the manuscripts were edited, and typed, and the layout and artwork evolved. She was also the executive editor for the project. I am especially grateful for her professional interest and loyalty to the SHAPES publication.

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An education committee of early childhood professionals contributed greatly through critiques and ideas they presented during the development of the curriculum. The table of contents, general format and final copy were field-edited by a group of highly dedicated and influential early childhood educators and administrators from the South Plains of Texas. Thanks to each of you for your commitment to young children and to this project.

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TRAINING WITH THE TRAINER'S MANUAL

What Will Trainers Need to Know About SHAPES?

SHAPES has been defined as a beginning curriculum for preschool children. It was designed and written for the South Plains Child Care Management Services (SpCCMS). The acronym SHAPES was derived from **S**pCCMS **H**elping, **A**ssisting and **P**reparing **E**ducators and **S**taff. Phase I, or the first year, is based on the needs assessment of the teachers of the SpCCMS. An in-depth survey of the caregivers' knowledge, concepts, background, interest and learning styles was given in the first month of the program. An analysis of the data from 260 surveys yielded ample information for the author to organize and assemble materials that might be useful for further training and study. Five books were designed to be packaged into the beginning of the SHAPES series, which are: *A Quick Study: Child Growth and Development Handbook*; *Guidance Concerning Minimum Standards*; *A Beginning Curriculum: The First Six Weeks*; *Environments The Make A Difference*; and *Training With the Trainer's Manual*.

The research findings concerning the SpCCMS teachers' needs encouraged the author to write the books based on the following important attributes of the SpCCMS program.

- Most teachers have limited lesson planning time.
- On-the-job training is the primary basis of most of a teacher's preparation.
- Fundamentals of child development need to be taught to the majority.
- Teachers reported interest in learning in areas relating to lesson planning, art activities, child guidance, and improved environments.
- Most teachers suggested that training would need to be based on SpCCMS job requirements.
- A few teachers desired to engage in college courses to improve teaching skills.
- Nearly all teachers desire "short cuts" to attaining adequate child care teaching skills.

Further input for writing a basic curriculum that would be helpful was gained from a group of professional child care administrators, specialists, authors, and educators. These individuals formed an education committee who advised the author on potential usefulness of the design,

specific improvements for the module, and tips on implementation. The assistance gave the author a practioners' level of feedback gleaned from the wisdom of professionals. The rationale for such an approach was to fashion a curriculum that would truly fit the needs of beginning teachers, having less than adequate planning and training time.

By no means does SHAPES qualify as a "quick fix" for teachers without child development credentials and experience. Rather, SHAPES aims to fill the gap between less than adequate and limited, but satisfactory knowledge of appropriate teaching skills. The analysis of the data indicated that the teachers surveyed learn best by doing and becoming involved. Further implications suggested an advantage to a straight-forward approach to the writing of the materials. A training event in the fourth month of the project gave opportunity to field-test some of the research findings that indicated certain styles, limits and directions for the curriculum. From these resources, SHAPES was created.

A Straight-Forward Approach

A straight-forward approach of addressing the lack of understanding in child development led to the development of the first book, A *Quick Study: Child Growth and Development Handbook*. The purpose of this book is to give teachers an opportunity to learn the minimum basics in child growth and development and how these factors affect their work with the children daily. The title simply implies the handiness of this publication as a tool for daily use when questions arise about such things as "the temperament of a three-year-old compared to a four-and-a-half-year-old." The expectancies of teachers with young children can be somewhat unrealistic if they are not taught some of the rudiments of child-rearing psychology and physiology. SHAPES was written to give any teacher in the SpCCMS easy access to manuals which will help them survive the first six weeks on the job.

Probably the most used book will be number three: *A Beginning Curriculum: The First Six Weeks*. More experienced teachers may find this curriculum somewhat limited and begin to complement the design with other curriculum enhancers from their own activity files. This demonstration of expertise should be greatly encouraged. Most of the teachers need to be encouraged to follow the daily lesson plans created for the first six weeks, as they do ensure quality early childhood curriculum development for children.

One of the most useful facets of SHAPES is having the activity files in the same book as the lesson plans. This facet eliminates the necessity for finding extra time to search through other boxes and papers. The files are numbered for quick reference. The trainers can easily explain this efficient use of the materials. Another area of the curriculum lists some suggested policies

for infants, toddlers and school-age children. However, no guidelines have been developed to accompany the daily lesson plans in Phase I of SHAPES that distinguish between these age categories of children.

Who Can Train Teachers to Use SHAPES?

The training of teachers should be a joint effort of the SpCCMS training staff members and a cadre of directors who desire to learn how to train their staff members on the use of the SHAPES curriculum. A training of trainers workshop is provided as a part of the SHAPES program. The SHAPES curriculum is straight-forward and can readily be used with very little training and limited preparation.

According to research, quality training nearly always improves the beginning of any new project. Motivation for good performance results from a well-planned and appropriately delivered training session. *Trainers should be motivating!* Without enthusiasm exhibited for the use of a curriculum, there is a lower probability that the curriculum will be used efficiently.

Directors are ideal trainers for SHAPES. SHAPES was designed for director/manager training of teachers. The SpCCMS needs assessment clearly inferred the rationale of building a simple curriculum based on excellent early childhood references and norms. Background information of teachers using the curriculum indicates a lesson planned approach with ready-made activity files.

Much of the training should be focused on teaching teachers how to encourage children to rapidly adopt the rotation process of the learning centers based on the children's interests. SHAPES training must emphasize the importance of teachers encouraging the interests of children and observing their learning traits. Next year moving into Phase II, more emphasis and detail will be given to assessing children's individual abilities and achievements. After reviewing the analysis of data from the SpCCMS research, the author concluded that it was unreasonable to expect all teachers to have the sophistication of skills to assess each individual child at the program onset and provide an individual educational program (IEP) accordingly. The ultimate in individualization might not be attained by teachers without credentialled backgrounds. However, considerable new research supports the abilities of child care providers to learn observational techniques rapidly. Using these newly acquired child care skills coupled with the provision of an adequate curriculum, great strides can be made toward developing a first-class preschool program. Non-degreed/-credentialled teachers who are trained by supportive directors should feel encouraged by the improved prospects of having a high-quality program year using the SHAPES curriculum.

How Much Time Is Needed For the Training?

One may ask "How much time is needed for the training of teachers to use SHAPES?" The answer -- NOT MUCH! Isn't it refreshing to know that teachers can quickly implement this readily learned curriculum without days spent in preparation? A one-day workshop should produce a well-prepared group of teachers ready to prepare classrooms, improve outdoor play facilities and compile materials for the use of the learning activities suggested in SHAPES.

Administrators and trainers will want to reinforce curriculum development throughout the year by providing a series of workshops showing teachers how to select new themes, expand their activity files, and learn new teaching techniques. Regularly scheduled training has proven to be an effective means to attain teaching effectiveness in classroom units.

The Key to Success

Support and enthusiasm from the administrative staff is definitely the key to the success teachers have in using SHAPES. Having a "tailor-made" product should give teachers a sense of ownership. This ownership and personal interest on the part of teachers can only exist with the active support from the director of each center.

Tips and Techniques for Training Workshops

Providing workshops for early childhood teachers should be extremely enjoyable. All trainers should plan for and implement a training climate where participants can truthfully say they had FUN while learning new activities. Trainers must be sure that activities are so well planned that participant interest is sustained by variety and purposefulness. The tips found on page five have been used by some of the best teachers and trainers to attain the overall goal of teaching SpCCMS teachers how to use SHAPES effectively with young children.

Trainer's Resource File

The Trainer's Resource File (page six) is divided into several sections for trainers to use. If a presentation is being conducted for a large group of people, approximately one trainer will be needed for every ten teachers. A smaller group (20 or fewer) can probably be handled by one trainer. This trainer must have all materials well organized and be prepared to exercise the *20 Tips and Techniques for Good Training Workshops*. If the group is very large, a leader should be assigned.

20 TIPS & TECHNIQUES
for
Good Training Workshops and Presentations

1. Know the material you are going to be using as the text of the training.
2. Be able to answer any question that might be asked about the specific subject or segment. In the event you cannot answer a question, assure the individual you will find out the answer and relay it later. Follow through and do it!
3. Have a workshop agenda.
4. Have your training scheduled and broken down into 15-minute intervals of preparation. Write down specifics of what you the trainer will do.
5. If you are new to the audience, write down what you think their acceptance and interaction with you the trainer will be like.
6. Have all of the materials and resources readily available and carefully laid out.
7. Vary presentation styles (e.g., use games, overheads, hand-outs, video demonstrations, audience participation, role-playing, etc.).
8. Have adequate quantities of all materials.
9. Use a dynamic speaking voice! Modulate carefully and pronounce words distinctly. Use expression in your voice and manner or your audience will sleep. Vary rate and volume.
10. Visuals enhance longer presentations.
11. Group participation guarantees involvement.
12. Start on time and stop on time.
13. Check heating, air conditioning and lighting for optimal comfort and alertness.
14. Check microphone prior to presentation if you are using one.
15. Have room arranged specifically for the presentation.
16. Use eye contact and interact positively and professionally with the audience.
17. Know your audience and dress appropriately for the occasion. Never dress down or up too much as it is disrespectful to the participants.
18. Be natural and try not to appear "uptight;" do not put on "airs."
19. Have a well-developed continuity to your presentation leading to a definite quitting point. Audiences like to feel that a successful closure was achieved.
20. Smile every chance you get -- and let every smile radiate from within!!

Trainer's Resource File

Part I: Introduction

Explain SHAPES and give an overview of the five books and their usage. The trainer must know the materials well in order to demonstrate to the teachers how to:

(1) set up an appropriate SHAPES environment,
(2) have materials on hand to activate learning,
(3) teach the lesson plans, and
(4) utilize the Activity Files.

Part II: Environment Group Workshops

(1) Divide into groups of ten (or divide group among available trainers).
(2) Each trainer must be familiar with *Environments that Make a Difference.*

15 min. • Give a 10-15 minute talk about quality environments pointing to book illustrations. Participants should have been given SHAPES curriculum.

15 min. • Have groups work on indoor or outdoor floor plan to improve their center. The choice of which area is theirs.

15 min. • Spend another 15 minutes in group sharing of what they have done, how to improve it, and what they would like to do.

15 min. • Brainstorm (leader using a flip chart to record ideas) on inexpensive and no-cost ways environment improvements can be achieved.

Part III: Lesson Plans Workshops

(Return to the same working group as in Part II.)

15 min. • Trainer will give specific recommendations on how to use the Lesson Plans and Activity Files.

15 min. • Group will brainstorm for "best practices" to be used for the Welcome/ Greeting and Sharing Time, the first thing on each Lesson Plan. The trainer will record suggestions. Individuals in the group are encouraged to record suggestions as well.

15 min. • Each participant will rework a central Lesson Plan and take into consideration her own center's time constraints.

15 min. • Free play: Best ideas for rotating through the learning centers will be introduced by the leader. This will be followed by group suggestions and discussion. Encourage using the weekly theme in all centers.

15 min. • Outdoor play: Best ideas for rotating through outdoor play learning centers will be introduced by the leader. The challenge of how to keep a safe and interesting playground curriculum moving while children are learning will be discussed by the group.

15 min. • Teachers will write up ways to improve outdoor play.

Part IV: Activity Files Replication

(small groups)

15 min. • The group leader will talk about the value of using a theme and how Activity Files which promote the objective lend to the continuity needed in learning new concepts.

30 min. • Each member of the group will select one Activity File they prefer to replicate in the time allowed. They will proceed to replicate the activity and to think up interesting ways to present it to children.

30 min. • The trainer will assist teachers in listing and categorizing interesting questions and dialogue that can be used with children concerning the activity to include physical, social, creative, cognitive, and language developments.

15 min. • The trainer should discuss observation skills needed to work with individual children while special activities are occurring. Encourage teachers to be helpful to children and to review an individual child's growth and development in order to be able to answer specific questions concerning that child's behavior.

WRAP UP will be led by the training leader and should include:

(1) a summary of events,
(2) motivational remarks,
(3) questions and answers, and
(4) last moment instructions.

*Extra forms for Lesson Plans and Activity Files are found in Appendices of *A Beginning Curriculum: The First Six Weeks* .

Sequence of Events - Training Schedule Suggestions

The one-day training schedule can vary as the trainers become experienced in presenting SHAPES. From repetition one learns how some parts of presentation times are inadequate and need adjustment. For the beginning of the project, the following sequence of events and training agenda (shown on the opposite page) is suggested to assure that teachers are trained on the various aspects and books of SHAPES.

More specifically, training aims to familiarize teachers with the SHAPES reference materials and help them feel confident in their ability to implement the lesson plans.

To attain these ends certain preparations must be made. The Trainer's Resource File is most important in preparing to train teachers on how to best use SHAPES.

Suggested
Training Agenda for
One-Day SHAPES Workshop
for
SpCCMS Teachers

8:30 a.m. - 9:00 a.m.	**Coffee and Visitation Time** • Distribute SHAPES to participants.
9:00 a.m. - 10:15 a.m.	**Introduce the SHAPES Curriculum** • The five books: What they can do for you! • Present an overview of how to use them. • Watch a motivational video (very large screen if group is large) of children learning in the centers (NAEYC approved).
10:15 a.m. - 10:30 a.m.	BREAK
10:30 a.m. - 11:45 a.m.	**Environment Group Workshops** • Small groups design their own classroom environment using the SHAPES guidances. • Small groups make an Improvement Plan.
11:45 a.m. - 1:00 p.m.	LUNCH
1:00 p.m. - 2:30 p.m.	**Let's Work the Lesson Plans!** • Present an overview of components. • Rework time schedule in small groups to accommodate four center needs. • Present schedules to the large group.
2:30 p.m. - 2:45 p.m.	BREAK
2:45 p.m. - 4:15 p.m.	**Activity Files Replication** • Small groups replicate ideas from Activity Files (make it and take it). • Evaluate and expand through show and tell of activity
4:15 p.m. - 4:30 p.m.	**Wrap up and Question/Answer** **Motivating Remarks**

Evaluation and Feedback

Immediate feedback from training events is needed for future use in developing further curriculum and training. Completing Form 1 after the initial training session, and Form 2 after 6 weeks of using the curriculum, will be most helpful for documentational statistics and improvement of future training materials.

Forms should be given to TTU personnel or mailed to:

SHAPES
Institute for Child and Family Studies
P.O. Box 4170
Texas Tech University
Lubbock, TX 79409

Evaluation - SHAPES Introduction Training

SHAPES

Yes	No	Undecided	
___	___	___	1. Do you think SHAPES will be helpful to you as a teaching tool?
___	___	___	2. Do you plan to use SHAPES?
			3. If you do not use the Lesson Plans do you find the following useful:
___	___	___	Activity Files?
___	___	___	*A Quick Study: Child Growth and Development Handbook?*
___	___	___	*Environments that Make a Difference?*

Please answer: If you are planning to use SHAPES, what would you choose for the author to develop in Phase II that would be helpful to you:

(A)	More Lesson Plans and more Activity Files?	Yes	No
(B)	More information about child guidance?	Yes	No
(C)	More information about playground activities?	Yes	No
(D)	More information about rotating in the learning centers during free time?	Yes	No

Please rank the Phase II developments that would be most needed. Use 1 as the highest ranking and 4 as the lowest.

_____ (A) More Lesson Plans and more Activity Files.

_____ (B) More information about child guidance.

_____ (C) More information about playground activities.

_____ (D) More information about rotating in the learning centers during free time.

Training

Yes	No	
___	___	1. I understand how to use SHAPES as a result of the trainer's presentation.
___	___	2. The training was straight-forward and to the point.
___	___	3. I liked the involvement of small group participation and activity.
___	___	4. Overall, it was worthwhile and I will use SHAPES.

Rank presentations. Circle your ranking.

Small Group Dynamics	Poor	Below Average	Average	Above Average	Excellent
Group Leader Presentation	Poor	Below Average	Average	Above Average	Excellent
Activities	Poor	Below Average	Average	Above Average	Excellent
Group Interaction	Poor	Below Average	Average	Above Average	Excellent

Overall Comments: _____

SHAPES

(to be completed after 6 weeks of use)

SHAPES

Yes	No	
____	____	1. SHAPES is being used in my classroom.
____	____	2. SHAPES is too elementary.
____	____	3. We use parts of SHAPES and parts of other curricula.
____	____	4. SHAPES Lesson Plans need to be developed for 9 months.
____	____	5. SHAPES Lesson Plans need to be developed for 12 months.
____	____	6. SHAPES needs more teaching techniques.
		7. I would prefer no further Lesson Plans, but to have more handbooks written on:
____	____	Guidance and Discipline
____	____	Child Growth and Development
____	____	Outdoor Play
____	____	Room Arrangements
____	____	Snacks
____	____	Parties

Suggestions from the teacher about SHAPES after 6 weeks of use: _____